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Priority 1: Supporting the learning experience	
SIG priority: professional development and collaboration; communication and engagement	**NIF priorities:** Improvement in employability skills and sustained, positive school-leaver destinations for all young people Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people

CLPL: learning and experiences 3-18				
SCILT Projects	**Summary of activities**	**Target audience**	**Outcomes**	**Timeline**
SCILT response to Education Recovery Plan	Maintenance of a range of high-quality, freely available online language materials appropriate to age and stage. Professional learning opportunities offered to teachers via online platforms.	Children and young people Teachers Parents	Materials are centrally located in an easily accessible section of the SCILT website. Traffic indicates that they are being used regularly. An increasing range of teachers report feeling supported by the offer of high quality, appropriate, easily accessible and meaningful learning experiences. Teachers report positive impact on pedagogy and methodology both online and face to face.	Q1 Classes completed by 30 June
SCILT/CISS Professional Learning offer	Provision of pedagogical advice and guidance for all language teachers through a range of professional learning opportunities in both online or face-to-face formats.	Early years practitioners, primary and secondary language teachers	These offer teachers the opportunity to develop their skills in language pedagogy. Evaluation demonstrates a positive impact on learners and on teacher confidence. Programmes are fully scoped and evaluated to meet the needs of our stakeholders. Feedback on	Q1-4

	Maintaining the delivery of the OU/SCILT TELT programme (SCQF 11) and supporting Associates. Professional learning partnerships with a group of schools and/or clusters, RICs based on themes identified through their self-evaluation. Two SCILT-led knowledge exchange events that encourage practitioners to lead professional discussion and share ideas and strategies. Facilitation and participation in further knowledge exchange events led by partner organisations.		provision of professional learning facilitated by SCILT is favourable. Data shows usage by a widening range of teachers, establishments and local authorities. Stakeholders report more equitable access to our support. Support for enquiring approaches to practice. Learning from the PLPs will be shared locally and nationally through, for example, case studies, events and articles. Stakeholders report favourably on the opportunity to meet, network, share ideas and discuss ways forward.	
Support for early career teachers	Explore options with SCDE Languages Group for supporting primary and secondary ITE students. Scope existing provision of professional learning by local authorities specifically for probationer and NQTs working in primary and secondary schools. Scope current probationer/NQTs about development needs.	ITE UG/PG Primary students ITE PG ML Secondary students NQT secondary ML teachers, NQT primary teachers	Effective collaboration between SCILT and members of SCDE Languages Group and other partners to enhance current support for primary and secondary ITE students. Informed by scoping exercises, collaborate with partners to devise appropriate plans to meet pedagogy needs of early career primary and secondary teachers, and language upskilling as required.	Q1-Q4
Language Leadership Programme	Pilot of redesigned programme (SCQF 11), to incorporate core and choice elements; participants supported by critical friends. Establish online community of practice on MS Teams. Learning, support and networking opportunities. Masters level professional learning.	(Aspiring) Language leaders in schools, local authorities and Confucius Classroom Hubs	Effective collaboration between SCILT/ES/LANGS to bring pilot to fruition and evaluate. Work towards achieving GTCS professional accreditation for the programme.	Q1-Q4

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Early Level Es and Os	Incorporate the new curricular guidance into our professional learning offer as appropriate (i.e. LLP, early career teachers, workshop menu, themed bitesize/drop-in series etc.) Establish a working group of EY/ECE practitioners with languages background/interest/willingness to exemplify Early Level practice. Incorporate the new curricular guidance into new EY creative puppetry and storytelling PLP. Gather and share examples of Early Level practice through knowledge exchange.	Early Childhood Educators, Early Years and primary practitioners	Effective PDO engagement with newly published Early Level MLAN Experiences and Outcomes Exemplification of Early Years practice published to support understanding of Es and Os and support transition to BGE First Level.	Q1-Q4
Integration of learning for sustainability	SCILT will develop a "toolkit" of advice and guidance on learning for sustainability in the context of language learning.	Teachers in all sectors	Teachers report positively on practical support provided by the toolkit in planning to incorporate learning for sustainability into language learning programmes. Partnership with ScotDec developed.	Q1-Q2
Employability	Ongoing promotion, development, maintenance and evaluation of the SLEA and the employability section of the SCILT website. Additional promotion of employability contexts for language learning in primary and GME schools.	All sectors	Schools are encouraged and supported to address SLLW through language learning and programmes of work. Increased successful SLEA submissions from schools from primary and GME settings. K/E opportunities in place to share practitioners' learning.	Q1-Q4
Support for school – university liaison	Programme of mutual support and understanding for liaison between schools and universities. Collaborative planning meetings between SCILT and Faculty staff to plan for online themed	Secondary/ university teachers/Higher, Advanced higher	School and university staff develop an understanding of the standards and expectations of each other's curriculum.	Q1-Q4

	open days for H/AH learners supporting transition to university. Planning with HaSS (Humanities and Social Sciences) Faculty for the development of a mentoring programme to support transition from school to HE. This will focus on learners in challenge authorities and schools as a way to increase aspiration to study languages at university. Collaboration with HaSS on training, support and facilitating for online Language Ambassador programme. Support for teachers delivering the Baccalaureate.	and Baccalaureate candidates	Plan is in place for mentor scheme to be delivered 2022-23, with appropriate materials and training in place for Strathclyde student mentors. Language Ambassadors have been trained and are engaging with schools. Both schools and Ambassadors report benefits of engaging with the programme. Teachers report increased confidence in delivering Baccalaureate.	
Support for bi-lingual learners and heritage languages	Partnership with Bilingualism Matters. Continued collaboration with complementary schools to support and showcase their work. Professional learning for teachers in complementary schools scoped, and planning in place to add to PL menu. Liaison with BHASHA languages festival committee. Incorporate exemplification and guidance for supporting teachers of bilingual learners into SCILT professional learning offer i.e. TELT, LLP, early career teachers.	Teachers, parents, learners and community groups.	Enhanced and mutual opportunities for knowledge exchange activities created. Development of a cohesive plan for appropriate tailored support for teachers working in complementary school settings. Community based teachers report positively on their inclusion in this process. SCILT develops a range of opportunities to share the benefits of bilingualism.	Q1-Q4
CISS Projects	**Summary of activities**	**Target audience**	**Outcomes**	**Timeline**

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Support for GTCS registered teachers of Mandarin	Three professional learning events for GTCS teachers of Mandarin either face-to-face or online. Building and maintaining a professional learning network to share resources and provide peer support.	GTCS teachers of Mandarin	Teachers understand the key messages around up-to-date language education. Teachers report positively on the support offered. Teachers participate and engage in mutual collaboration and development. Online community established on Teams to share resources, experiences and practice.	Q1-Q4
Support for Chinese Exchange Teachers (CETs): Professional learning programme	Implementation and evaluation of two year programme of professional learning at SCQF 11 and development for Chinese exchange teachers. Hybrid approach in place to support the learning and teaching of Mandarin through regional groups, including a series of webinars and face-to-face workshops (dependent on restrictions).	CETs	CETs report feeling supported by their learning. Reports from schools indicate a positive impact on teachers' practice and on learners' experiences. Improvement in the quality of learning and teaching of Mandarin by the CETs as evidenced by observed lessons.	Q1-Q4
Support for Chinese Exchange Teachers (CETs): Framework of progression	Develop a progression framework for the BGE for use by CETs. Provide training to ensure understanding and effective implementation of framework. Framework links to peer-reviewed teaching materials appropriate to age and stage.	CETs	CETs have guidance from which they plan consistent and cohesive series of lessons appropriate to age and stage. Schools report positively on how the framework supports a progressive learning experience for youngsters. Teaching materials are in use with learners.	Q2 and Q3
Support for Chinese Exchange Teachers (CETs):	A programme of support visits to regional groups and virtual meetings from trained SCILT/CISS colleagues and associates.	CETs	A timetable is in place to ensure all CETs receive at least one support visit.	Q3 and Q4

Support visits	Audit quality improvement processes and evidence gathering. Observation lessons done between regional groups.		Trained PDOs and CISS associates give helpful feedback to help CETs improve their practice. CETs report on use of feedback and improved outcomes. CISS quality improvement and planning processes informed by evidence from observations	
Support for mentor teachers	Current programme of support activities for mentor teachers evaluated and re-designed. Develop a network of support for mentor teachers.	Mentor teachers	Mentor teachers feel more confident in offering effective support to CETs. Mentor teachers are encouraged and supported to apply for GTCS professional recognition. Online (Teams) professional learning community established for CET mentors, populated with support resources.	Q3 and Q4

Learning partnerships

SCILT Projects	Summary of activities	Target audience	Outcomes	Timeline
Learning partnerships	Living Languages series in collaboration with School of Humanities at the University of Strathclyde. Conversations with high profile figures from various sectors who have used languages in their lives.	Students, senior phase pupils and wider society	Participants report enhanced understanding of the relevance of language skills and are aware of future pathways that are not exclusively language-based.	Q1-Q4
Continuing Professional Learning Partnerships (PLPs)	**Parental Engagement with Save The Children** Continuation of Save the Children PLP with Forth Valley and West Lothian schools.	Primary teachers, pupils and their families, STC charity	All participants have an understanding of the value of language learning in the curriculum, the benefits it brings and of children and young people's entitlement to this. Teachers are better equipped to motivate learners through enriched contexts for learning.	Q1-Q4

	Case study published highlighting the benefits of parental engagement and language learning and how this impacts the learner. **Santécosse with Tayside RIC and University of Dundee** HWB health promotion project with Pan-Tayside DOs and University of Dundee. **Le foot et la francophonie** The partners for this project are University of Strathclyde, schools in challenge authorities and football clubs.	Secondary teachers, young people and supporting staff from University Secondary teachers and learners, external partner agencies	Resources and materials have been produced and made available to schools to support learning. Development and moderation activities carried out by staff involved.	
New Professional Learning Partnerships (PLPs)	Initial steps in development of new PLPs: **Creative puppetry and storytelling** The work of this PLP will serve to support engagement with newly published Es and Os for Early Years, and encourage engagement with language learning in this sector. **Scottish Prison Service Family Learning** Aimed at engaging prisoners and their children in meaningful remote language learning experiences. This PLP also addresses HWB in terms of positive relationships, and supports attainment for vulnerable learners. Volunteer teachers will be supported by SCILT and Scottish Prison Service to offer a block of learning.	Young children, Early Years practitioners Prisoners at HMP Glenochil and their families	Evaluations show evidence of positive engagement of adults and children in play-based creative language pedagogy. Evaluation shows positive family learning experience, reinforcing literacy in prisoners and their families and encouraging family relationships. Teachers report that they have developed their digital and pedagogical skills, as well as gaining valuable experience of working with vulnerable families.	Q1-Q4

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CISS projects	Summary of activities	Target audience	Outcomes	Timeline
Development of specialist hubs	Programme of support for Specialist Confucius Classrooms in developing community and family learning through their educational outreach programmes both online and face-to-face. Redeployment of fourth specialist classroom. Develop a more coordinated approach to sharing resources and promote integration of the specialist hubs into the wider network.	Specialist staff hubs	Staff in specialist hubs feel supported to serve the wider community and CISS network by developing a creative programme of events, workshops and activities. Data shows a wider geographical spread of schools enriching their curriculum without the need for face-to-face visitors. Opportunities developed for staff in specialist hubs to share ideas and good practice with each other, via virtual meetings and an online resource hub/ community of practice. One planned joint activity involving specialist hubs. Planning in place for establishment of redeployed hub.	Q1-Q4
Virtual Exchange Teacher Programme: Professional Learning	Implementation and evaluation of a coherent programme of professional learning and development for Chinese student teachers taking part in the VET programme. Establish clear and timely communication links with class teachers in schools taking part in the VET programme by means of an MS Team for Scottish teachers. Develop and implement guidance handbook and training workshop to introduce Scottish teachers to the programme.	SWJTU students and staff ECNU students and staff Teachers and learners in Scottish schools	Series of informative webinars in place to support teaching and learning of Mandarin through the VET programme. Student teachers will use Framework and materials produced by CISS to ensure that lessons meet standards and expectations of CfE. Scottish teachers have access to all lessons and resources provided by CISS and have a forum for discussion and asking questions. Scottish teachers are familiar with the programme and feel confident in taking part in the project.	Q1-Q4

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			Closer relationships are developed between CISS and Chinese partner universities	
Virtual Exchange Teacher Programme: Learning and Teaching Programme	Develop and implement a progressive course of beginners' Mandarin lessons which meets the L3 language provision agenda for the 1+2 policy. Provide teachers with supplementary resources to enhance the live lessons and allow for follow up work to be done in the classroom.	Scottish school pupils and their teachers	Delivery of a programme of live-streamed Mandarin classes to Scottish BGE classes P5-7 and S1-3. Teachers and learners report positively on the lessons and support offered. Provision of Mandarin is expanded to schools which might not otherwise have access to Mandarin learning.	Q1-Q4
Hub links with Chinese schools	Climate Ready Classrooms will launch in September 2021. Representatives from six schools in Scotland and China undertake professional learning led by Keep Scotland Beautiful.. Youngsters in Scotland and China develop their language skills through the context of learning for sustainability. Opportunities are provided for teachers and learners in both countries to share their learning.	Six primary schools for pilot project	All participating teachers will receive accreditation for CRC. Improved collaboration between Confucius Classroom Hub and partner schools in China. A series of lessons developed focussing on climate change and steps youngsters can take to mitigate it. Opportunities developed for Scottish and Chinese schools to share ideas and practice with each other. Teachers and learners report positively on the shared learning experience, the progression of language skills and enhanced understanding of issues around climate change. Project shared at COP26.	Q1-Q3
Supporting uptake in National Qualifications	Discovering China programme will offer live-streamed teaching for learners studying National 4, 5 and Higher to schools across Scotland.	Schools and young people	Opportunity extended more widely to those who would like to learn Mandarin. Rise in uptake at National 4, 5 and Higher in participating schools.	Q1-Q4

and other accreditation	Online support given for schools whose teaching is disrupted due to teacher absence. Promotion of Mandarin as part of the suite of SQA language qualifications. Provision of access to HSK examinations for those who wish to pursue them		Learners benefit from high quality online teaching experiences and gain the appropriate qualifications. Disruption to learning caused by teacher absence/ restrictions is minimised.	
Support for BGE	Discovering China programmes will offer live-streamed teaching for learners in primary and S1-3 as an L3 option.	Schools and learners	Increased participation from schools outwith the Hub network, who otherwise would not have this opportunity. Support future uptake for CISS NQ courses.	Q2-Q4
Support for Strathclyde Students	Planning for the provision of credit bearing elective classes in Mandarin for Strathclyde students of any discipline. Class descriptor and promotional and teaching materials ready for session 2020/21.	Strathclyde students	Profile of CISS will be raised across the University and provision for student experience of language learning will be enhanced. Course outline, teaching and assessment materials all completed to a high standard. Course will be open to students in January 2022.	Q1-Q4
CET arrival and pastoral support	Develop a COVID 19 secure induction and ongoing programme of support for the CETs. This will familiarise them and support them with life in Scottish society.	CETs	CETs adapt easily to their new environment and are supported through any challenges. Teachers feel that their health and well-being are prioritised and fully supported.	Q2 and Q3
Quality improvement				
SCILT Projects	**Summary of activities**	**Target audience**	**Outcomes**	**Timeline** **Notes/priority**

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Improving quality	Programme of activities and links to share practice and assure quality and equality across inputs to schools/LAs Ongoing focus on systems for monitoring progress across the organisation.	**All staff**	All SCILT work monitored and evaluated including opportunities for peer-to-peer collaboration. Effective gathering of evidence from a range of sources informs SCILT/CISS planning. Systems consistently used for effective and regular monitoring and discussion of action plans. Effective communication through protected time for collegiate activities.	Q1-Q4
Recognising quality in SCILT/CISS	Explore opportunities to engage with external partner organisations for recognition and endorsement of SCILT/CISS work Explore potential to apply for awards such as Excellence for Professional Learning from GTCS, and Education Scotland PLL endorsements for revised LLP etc. Develop collaboration with CLD Standards Council		Enhancement of reputation and profile of SCILT/CISS, partners and their collaborative projects	Q1-Q4
Digital strategy to support SCILT/CISS practice	AV and digital equipment solution installed in Ramshorn building. Staff training. Technology integrated into practice.	SCILT/CISS staff	Staff use technologies effectively in their work. Economies made in terms of staff time and travel. Widened access and enhanced engagement with SCILT via online offerings ensures equity of provision across Scotland and encourages international participation.	Q1-Q4

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CISS Projects	Summary of activities	Target audience	Outcomes	Timeline
Hub support and challenge: planning for improvement	Implement an ongoing programme of activities to provide tailored support and challenge to Confucius classrooms, including support for submission of operational plans and evaluative reports. Develop a system for gathering evidence to evaluate, celebrate and share success including opportunities for visits to hubs to sample views and engage in direct observation. Support visits to observe CETs and provide feedback on teaching.	Hub school staff CETs	Feedback from hubs - staff report satisfaction with the level of support. Evidence informs CISS officers to enable provision of tailored support. CISS and network of CCs collaborate to effect improvement. CETs report satisfaction with feedback from visits. CISS staff better informed about work going on across the network.	Q2-Q4

Priority 2: Promotion and partnerships

SIG priority: Communication, collaboration	**NIF priority:** Improvement in employability skills and sustained, positive school-leaver destinations for all young people Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people

Family learning/parental engagement

SCILT Projects	Summary of activities	Target audience	Outcomes	Timeline
Parental engagement	Online publication of advice and guidance on informing and involving parents in their child's language learning education in both primary and secondary sectors.	Parents/carers, teachers in all sectors,	Toolkit provides positive and replicable examples of parental involvement with language learning across both primary and secondary sectors.	Q1-Q3

	See also PLP sections of plan.	development officers	Evaluation of the toolkit – parents report feeling empowered to support their children's language learning and teachers/schools report positively on use of the guidance.	
Professional partnerships				
Professional partnerships	SCILT will continue to work with a range of partners to ensure the sharing of ideas and the promotion of best practice. Partners include the LANGS group, Education Scotland, the SIG wider engagement network, SCDE Language Group, , Bòrd na Gàidhlig, QFI, e-Sgoil, and Bilingualism Matters.	The wider languages community	All organisations benefit from increased cooperation and joint working to promote and support language learning across Scotland. Partners report positively on the impact of these links.	Q1-Q4
LANGS partnership	SCILT works closely with the Languages Network to facilitate meetings. SCILT/CISS is represented on the LANGS Focus Group for the planning of meetings.	Local authority representatives (QIOs, DOs, teachers) cultural organisations, HE/FE, language partners, businesses	Three LANGS meetings held a year. Practice is shared and key information on language policy and practice is disseminated. A forum created to bring language stakeholders together and encourage networking.	Q1-Q4
Partnership with Bòrd na Gàidhlig	SCILT will use GLAIF funding to commission an associate to lead specific projects that promote and support the learning of Gaelic. Project undertaken, inclusion and anti-sectarianism issues and partnership with Nil By Mouth and Twinkl.	Children and young people	The benefits of learning Gaelic and the opportunities afforded by it made explicit. Gaelic usage in the community promoted, especially among young people. An e-book created to support Gaelic learners and GME. Feedback from teachers and learners is positive.	Q1 and Q2

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CISS projects	Summary of Activities	Target audience	Outcomes	Timeline Notes/priority
CISS Board and Advisory Group	CISS will benefit from the support and challenge of the Board's expertise in navigating the new normal.	CISS senior leadership	CISS receives advice and guidance in light of the changes in structure of Chinese funding partners. The consolidation of relationships with international board members and partners following the COVID crisis. CISS activities are accountable and transparent.	Q1, 3 and 4

International partnerships

SCILT Projects	Summary of activities	Target audience	Outcomes	Timeline
Partnership with Qatar Foundation International	Fulfilment of grant conditions. Discovering the Arabic World programmes continue with primary and secondary schools. "Arabic For All" online course offered through e-Sgoil. Integration of partner organisations and offers into courses. Arabic Language Assistants integrated into course delivery.	QFI/SCILT staff	Year two of Discovering the World of Arabic course amended, delivered and evaluated successfully. "Arabic For All" piloted and evaluated. NMS and Na Takallam resources integrated into the plan. Children and young people report progress and demonstrate positive achievement.	Q1-Q4
GETS - partnership with University of Mainz	Continue to support the GETS programme in partnership with University of Mainz. SCILT facilitates this programme and acts as a conduit for the GETS programme in Scotland's local authorities.	Local authority	German students of education develop their pedagogical skills by spending a year as language assistants in Scotland's schools.	

			Teachers in both sectors report positively on the support for language learning and teaching offered by young native speakers of German.	
CISS Projects	**Summary of activities**	**Target audience**	**Outcomes**	**Timeline**
Liaison with CLEC (Centre for Language Education and Co-operation) and TMEC (Tianjin Municipal Education Commission)	Establish mutual and beneficial relationships with CLEC, the Foundation and TMEC. Look for new opportunities to develop and nurture the partnerships.	CISS senior leadership and Chinese officials	Continued funding and positive partnership for CISS network.	Q1-Q4
Support for engagement between hubs and Chinese partners	Planning for resumed programme of visits to China and visits by Chinese partners to Scotland.	Scottish and Chinese teachers and young people	Cultural and educational links are maintained and strengthened. Young people involved deepen their understanding of China and achieve SQA accreditation for their experience.	
Scholarship programmes	Planning and development of scholarship programmes which offer opportunities to study Mandarin in China when restrictions allow. Ongoing planning for pastoral support for Tianjin scholars.	Young people 17-25	CISS is ready to offer short, medium and long term scholarships in China when restrictions allow.	Q3 and Q4

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BSL				
SCILT Projects	**Summary of activities**	**Target audience**	**Outcomes**	**Timeline**
Support for BSL	Promotion of BSL as an L3 language choice through links with the BSL advisory Board. SCILT contributes to the BSL advisory Board meeting and provides secretariat. Collaborate with Inverclyde Council/Garvel Deaf Centre to pilot and evaluate a block of online BSL lessons as an L3 language in primary schools.	Primary and secondary teachers Primary teachers	Information and work gathered by the group is disseminated to practitioners in all sectors. Awareness is raised of BSL and its potential as an L3. Increased understanding of deaf awareness by schools/pupils. Increased uptake of BSL as an L3. Learners report positively on the learning experience and can demonstrate the progression of their skills in BSL.	Q3-Q4 Q1-Q3
Promotional events/campaigns				
SCILT Projects	**Summary of activities**	**Target audience**	**Outcomes**	**Timeline**
Erasmus+ project	Programme of events and activities that promote the benefits of language learning. Phase 3 focuses on encouraging the young people and their parents to value the benefits of languages as employability key skills via the "toolkit" and launch event.	15-25 year olds/parents/carers/ wider community/ businesses/ career advisors	Launch events for toolkits at the end of phase 2 and phase 3 result in: Increased awareness amongst target audience in three countries of the benefits of multilingualism and dual competencies. A dedicated webpage showcasing essential vocational skills for learners across the world. Evidence gathered from target audiences of all three phases to demonstrate positive impact on awareness of language skills and intercultural competences.	Q1-Q4

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Support for national competitions	"Mother Tongue, Other Tongue" reviewed and adapted with a view to increasing participation. Continuation and development of Amazing Spaces into year 3. The Jacqueline Munro-Lafon Essay Prize in collaboration with the Franco-Scottish Society aimed at AH learners of French.	Learners in all sectors/ parents/ EAL practitioners/ teachers in all sectors Advanced Higher learners	**Outcomes for all projects:** Language diversity and learner achievements are encouraged and celebrated. Links between creativity, literacy, employability and language skills made explicit to teachers and learners. Expansion of Amazing Spaces to Third Level Experiences and Outcomes. Collaborative working is consolidated with a range of partners including National Poetry Archive, Franco - Scottish Society of Scotland, Consejería de Educación, and a range of universities.	Q1-Q4
Support for language promotion	Continue to support schools in developing activities for European Day of Languages. Continue to support schools' development of overseas links via Language Linking Global Thinking (LLGT) blogs.	Teachers and learners in all sectors	Packs distributed to support schools to raise awareness of and encourage Scotland's participation in this pan-European celebration. Blogs demonstrate that schools positively engage with EDL and celebrate language learning. Teachers report positively on the impact in their classroom of linking with an overseas student. Learners are motivated by exploring the culture and language through the experience of a young person's year abroad.	
Languages Week Scotland (1st week February)	Implement Year 1 of 3 Year Strategic Plan based on evaluation of Year 0. Plan, facilitate and amplify national languages week celebrations.	Teachers, teacher educators, academics, language practitioners, students, community and arts-based groups,	The profile of language learning and multilingualism is raised via comms and social media. Wider language community shares ideas, strategies and learning.	Q1-Q4

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	Continue to build relationships with community and arts-based organisations	complementary schools and media		
CISS Projects	**Summary of activities**	**Target audience**	**Outcomes**	**Timeline**
Cultural exchange events	Working with partner organisations in Scotland and China, CISS will plan, develop and support an online range of intercultural events.	Wider society, teachers, learners, parents/carers	Scottish people have opportunities to deepen their understanding of Chinese culture. All events are well attended and evaluated positively.	
Alumni Group	CISS Alumni group continues to be developed as a leadership opportunity for former Tianjin scholars. The group will organise an event aimed at young people to promote the uptake of Mandarin in the Senior Phase. CISS offers support, advice and guidance for the committee. Internships offered for alumni to support SCILT/CISS professional services teams.	12-25 year olds Intergenerational	Action plan is in place to support the group's activities. The group succeeds in delivering an event which promotes the learning of Mandarin amongst young people, and collects feedback. Opportunities for young people to use their Mandarin in a working environment. Young people benefit from these experiences by developing leadership and organisational skills.	Q1-Q4
Awards and competitions	Scottish heat of British Council Mandarin Speaking Competition hosted by CISS.	Secondary schools	Learners' achievement is showcased and celebrated. Learners are motivated by the opportunity to meet other young people with shared interests and by having their learning recognised nationally.	Q4

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Priority 3: Research and knowledge exchange				
SIG priority: Communications and Engagement; Professional Development		**NIF priority:** Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people		
National and international knowledge exchange events				
SCILT Projects	**Summary of task activities**	**Target audience**	**Outcomes**	**Timeline**
Knowledge exchange events	SCILT to lead, facilitate and participate in knowledge exchange events.	Practitioners, local authority officers, policy makers, academics, partner organisations, members of the international languages community.	Data from evaluation and participation show positive feedback for events.	Q2 and Q4
Participation in, and attendance at, national and international conferences	SCILT/CISS team members present at or attend national and international conferences as appropriate. Seek opportunities to raise international profile through partnerships and networks.	Academics, educators and practitioners	Members of staff effectively represent the work of SCILT/CISS and the languages landscape in Scotland. Networking and knowledge exchange opportunities are facilitated. SCILT/CISS team members update their own knowledge of international research. SCILT will continue to contribute to UK and international conferences so the work being undertaken in Scotland is recognised widely.	Q1-Q4

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Engagement with research publications and collaboration with research projects

SCILT/CISS projects	Summary of activities	Target audience	Outcomes	Timeline
Scottish Languages Review	Journal reviewed and edited by SCILT.	National and international languages community	Evidence from online analytical tools demonstrates the journal has an international readership. Journal includes the latest articles of relevance to language learners and practitioners around the world. Positive feedback from readers generated.	Q3

Outward facing communication

SCILT/CISS Projects	Summary of activities	Target audience	Outcomes	Timeline
Website review	Information Officer and PDOs work with external stakeholders to review content	All stakeholders	Stakeholders report that website content is up-to-date, relevant and easily navigable. Website is fully compatible with mobile devices and meets the recommendations of SCILT's external review.	Q1-Q4
Communication strategy	SCILT/CISS provides a range of helpful communications including the website, e-bulletins, newsletters, press releases, leaflets and social media.	All stakeholders	Feedback from practitioners and evidence provided by online analytical tools indicate the language community finds our communications informative and useful. We increase our reach beyond languages community to raise awareness. Feedback enables us to identify levels of engagement and any areas for improvement.	Q1-Q4

Digital interns	Internship provides S6 pupils with the opportunity to gain work experience by interning with SCILT/CISS. Interns create and schedule content, as well as develop a strategy, for their own social media channels.	15-18 year olds	More 15-18 year olds are engaged with language learning and understand the benefits. The profile of languages and language learning is raised amongst this demographic. Young people receive training and guidance from digital professionals. Young people gain experience of working in a professional environment and an understanding of professional standards for online engagement.	Q1-Q4
Ramshorn communication strategy	Establish online presence for The Ramshorn through creation of website and social media. Create engaging content. Build audience.	University and external stakeholders	Raise awareness of The Ramshorn as a first-class corporate events venue in the Merchant City. Generate income through hiring out The Ramshorn to university and external groups.	

- Projects have a comprehensive action plan which indicates how they will be resourced and evaluated, and the learning shared. These are available to view separately.